

REFLECTING ON INSTRUCTIONAL PRACTICE

Purpose	Preschool teachers and coaches can use this checklist to reflect on current practices in phonological awareness instruction and identify areas for improvement.
Materials	None
Media	None
Topic	Preschool Language and Literacy
Practice	Teach Phonological Awareness

Reflecting on Instructional Practice

This self-reflection checklist addresses common aspects of phonological awareness instruction. For each item, note whether it is something you already do well, need further ideas to better address in your classroom, or need additional support in implementing. For items that require more ideas or support, record your planned improvement actions in the last column.

Coaches may also choose to use this checklist to provide feedback on classroom observations.

Teacher Self-Reflection: Phonological Awareness Instruction

Teacher Name: _____

Date: _____

Do you. . .	I do this well	I could use more ideas	I need support	Improvement Plan
Skill Development				
Draw children's attention to the sounds they hear in words?				
Plan rhyming and alliteration activities?				
Teach children to segment words into syllables?				
Help children identify similar and different sound patterns?				
Plan lessons to teach awareness and manipulation of beginning sounds?				
Teach sound blending and onset-rime relationships?				
Help children blend and segment phonemes in words?				

Do you. . .	I do this well	I could use more ideas	I need support	Improvement Plan
Use physical/visual cues or kinesthetic approaches to help children segment words into syllables and blend and segment sounds, such as linking sounds with mouth position?				
Teach children to recognize sound-symbol relationships?				
Instructional Strategies				
Plan instruction along a developmental continuum of phonological skills, moving from sound manipulation to sound-letter relationships?				
Differentiate instruction to address children's learning needs at all developmental levels?				
Teach systematically and explicitly?				
Model and provide immediate reinforcement or corrective feedback during instruction?				
Provide individual children with instruction and practice time?				
Provide PA instruction on a daily basis?				
Integrate PA into daily classroom activities, routines, and transitions, throughout the day?				
Use various methods to document children's learning?				
Systematically monitor children's progress on a regular basis?				
Track skill mastery and re-group children based on this assessment data?				

Do you. . .	I do this well	I could use more ideas	I need support	Improvement Plan
Classroom Activities				
Use games to teach rhyming, beginning sounds, and sound differentiation skills?				
Read and reread stories that have predictable sound patterns?				
Use songs, rhymes, chants, and clapping games to teach sound awareness and manipulation?				
Build word walls with similar sound patterns?				
Use daily classroom routines and transitions to give children opportunities to play with sounds?				
Provide oral practice for children to substitute initial and final sounds to create new words?				
Use manipulatives or other instructional materials to teach blending and segmenting of phonemes and sound-symbol relationships?				
Plan large motor activities to teach syllable and sound segmentation and blending during circle or other whole class times, at the gym, or on the playground?				
Plan small group lessons based on the skill levels of the children?				
Provide opportunities for children to practice their skills with peers and teachers?				